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DESCRIPTORS Academic Achievement; Computer Mediated Communication; Computer Networks; Cultural Pluralism; *Distance Education; *Educational Practices; *Higher Education; Nontraditional Education; Outcomes of Education; Self Concept; Sex Differences; Student Motivation; *Student Role; Teacher Attitudes; Teaching Methods; Universities

ABSTRACT

The contributors to this book, administrators and faculty from a variety of higher education institutions in North America, reflect on current research and practices in distance higher education, and address specific facets of the distance learner. Following an introduction by Michael G. Moore, eight chapters include the following: (1) Distance Learners in Higher Education (Melody M. Thompson); (2) Gender in Distance Education (Elizabeth Burge); (3) Understanding and Supporting the Culturally Diverse Distance Learner (Irene Sanchez and Charlotte N. Gunawardena); (4) The Distance Learner's Academic Self-Concept (Chere Campbell Gibson); (5) Improving Learner Outcomes: The Effects of Learning Strategies and Motivation (Christine H. Olgren); (6) Learning in a Networked World: New Roles and Responsibilities (Terry D. Anderson and D. Randy Garrison); (7) The Distance Learner in Context (Chere Campbell Gibson); (8) Supporting Learners at a Distance from Inquiry through Completion (Daniel Granger and Meg Benke). The book ends with a review and summary of key strategies to be considered in the design of instruction and the support of distance learners written by Chere Campbell Gibson. Contains a short bibliography, which highlights a list of journals and several Web sites that focus on teaching and learning at a distance. (AEF)

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